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ABSTRACT

Based on the 1998 Arkansas State Language Arts Framework, this framework lists benchmarks for kindergarten through grade four in writing; reading; and listening, speaking, and viewing. The writing section's stated standards are to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading standards are focused to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing standards focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. (PM)

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The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Grade Level Benchmarks Grades K-4

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1

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CS 511 106

SAMPLE GRADE LEVEL BENCHMARKS

GRADES K-4

Language Arts

based on the 1998 Arkansas State Language Arts Framework
Arkansas Department of Education, 1998

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.1.1 **Move from visual and spoken experience to written language through positive modeling.**	Students will use pictures, known letters and phonetic writing to show an awareness of the relationship between spoken and written language. Students will use the writing of adults, print in the environment and the language in books as models for writing. Students will print own name.	Students will apply phonetic skills and writing skills learned through interactive writing to record observations and experiences. Students will use the writing of adults, the language in books and print in the environment as models for writing.	Students will record observations and experiences using the model developed by the group. Students will show an awareness of formal language patterns in place of oral language patterns at appropriate places in their own writing (e.g. "Once upon a time. . . .").	Students will record personal and school-related observations and events using a graphic organizer. Students will show an awareness of formal language patterns in place of oral language patterns at appropriate places in their own writing (e.g. Oral language: "Get the book." Written language: The teacher told the child to get the book.)	Students will record reactions to personal and school-related experiences using a self-selected mode. Students will use authors' style and craft as models for their own writing.

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.1.2 **Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.**	Students will distinguish letters in words and words in sentences. Students will write independently at the phonetic stage (apply knowledge of beginning and ending letter-sound associations and use some high frequency words).	Students will distinguish letters in words, words in sentences, and sentences in paragraphs. Students will write 3-4 related sentences in paragraph form independently, using conventional spelling for simple, regularly spelled words and phonetic spelling for more complex words.	Students will distinguish sentences in paragraphs and paragraphs in whole pieces of text. Students will write a paragraph on a topic or a story using conventional spelling and conventions of print. Students will write a simple narrative using time order to sequence and organize writing. Students will use appropriate format in writing (e.g., margins, titles, indentations).	Students will write informational text of at least two paragraphs using conventional spelling and print. Students will write a topic sentence with some supporting details in a paragraph. Students will write simple narratives that have a recognizable beginning, middle and end. Students will use appropriate format in writing (e.g., margins, titles, indentations).	Students will write an informational selection of at least three paragraphs on one topic using three sources of information. Students will write paragraphs that have topic sentences with some supporting details and concluding sentences. Students will organize paragraphs logically to form a cohesive text. Students will write narratives that include well-developed story elements, have a recognizable beginning, middle and end and are written in chronological order. Students will use appropriate format in writing (e.g., margins, titles, indentations).

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.1.3. Follow patterns from predictable books, poems and stories.	Students will use predictable language patterns in a story, poem or song to dictate similar text.	Students will use predictable language patterns in poems, stories and songs to write similar text.	Students will use predictable language patterns in poems, stories and songs to write similar text.	Students will compose innovative text following the structure of a poem, story or expository (informational) text.	Students will compose innovative text following the structure of a poem, play, story or expository (informational) text.
W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.	Students will generate ideas and words for writing by using available resources, such as books, word walls, labels, charts, environmental print.	Students will generate ideas for writing by using available resources as references for topics and words (e.g. books, experiences, brainstorming, word walls, labels, charts).	Students will generate ideas for writing by using available resources as references for topics and vocabulary (e.g. brainstorming, experiences, books, word wall, labels, charts, informational texts).	Students will generate ideas for writing by using available resources as references for topics and vocabulary (e.g. brainstorming, experiences, books, word walls, reference materials, charts). Students will select appropriate materials in preparation for personal and informational writing (e.g. reference materials, interviews, observations)	Students will generate ideas and plans for writing by using available resources for topics and vocabulary (e.g. brainstorming, experiences, reference materials, books, charts, issues). Students will select relevant information from a variety of sources before writing. Students will transfer information from reading to writing (e.g. from notes to report).

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.1.5. Write from experiences and thoughts.	Students will compose (draw/dictate/write) labels, words, sentences stimulated by personal or classroom experiences.	Students will write brief personal narratives about experiences, people or events from a group prewriting activity such as a semantic map or story frame. Students will write in a personal journal.	Students will write brief personal narratives that are logically sequenced and describe people, objects and events in detail. Students will write in a personal journal.	Students will write brief narratives of at least two paragraphs including plot and supportive details. Students will write in a personal journal.	Students will write personal narratives of at least three paragraphs on incidents that relate ideas, observations and/or memories and provide insight into why the incident is memorable. Students will write daily in a personal journal.
W.1.6. Write in one or more subject areas daily.	Students will compose (draw/dictate/write) labels, captions and sentences in response to a subject area topic or story read aloud.	Students will compose (draw/dictate/write) labels, captions, events and stories in response to a theme or subject area topic.	Students will record their knowledge of a subject in various ways, such as drawing pictures, making lists, semantic maps, learning logs.	Students will record their knowledge of a topic in various ways, such as drawing pictures, making lists, semantic maps, learning logs.	Students will record their knowledge or opinion of a subject in various ways, such as learning logs, response journals, summaries, graphic organizers, note taking.
W.1.7. Recognize and express cultural diversity in writing.	Students will compose (draw/dictate/write) labels, captions and sentences in response to a theme or multicultural story read aloud.	Students will compose (draw/dictate/write) labels, captions and events in response to a theme or multicultural story read aloud.	Students will compose in groups and individually in response to multicultural themes and stories read to them or read by them.	Students will respond to multicultural themes and stories by incorporating aspects of the culture into their own writing.	Students will respond to multicultural themes and literature through writing which reflects insight into culturally diversity.

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.1.8. Respond appropriately to the writing of others.	Students will make appropriate comments about the writings of others.	Students will make positive comments and ask clarifying questions about the writings of others.	Students will respond to the writing of others by giving specific feedback on the clarity and logical order of the writing as directed by the teacher.	Students will respond to the writing of others by giving specific feedback on the clarity, coherence and logical order of the writing as modeled by the teacher. Students will identify the most effective features of a piece of writing using criteria generated by the teacher (e.g. illustrations and descriptive words).	Students will respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration and support of ideas. Students will identify the most effective features of a piece of writing using criteria generated by the teacher or class (e.g. dialog, descriptive language, structure). Students will critically review a collection of author's works for strengths and weaknesses.
W.1.9. Use the responses of others to review writing for clarity, style and content.	Students will participate in teacher-led revision.	Students will participate in teacher-led revision and begin to revise their own writing for clarity.	Students will revise writing for content and clarity based on peer responses and teacher conference.	Students will revise selected drafts for varied purposes, such as clarity, content, precise word choices or vivid images, from peer responses and teacher conference.	Students will revise drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conference.

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.	Students will use available technology to write words and sentences.	Students will use available technology to write sentences, stories, poetry.	Students will use available technology for aspects of writing, such as creating, revising, editing and publishing.	Students will access information for writing from available technology, such as computer software and videos, with teacher assistance. Students will use available technology for aspects of writing, such as word processing, spell checking and printing.	Students will access information for writing from available technology, such as computer software, CD-ROM, videos. Students will use available technology for aspects of writing, such as creating, revising, editing and publishing. Students will experiment with the word processing and publishing program to vary the style or format of the written product.

Strand 1: WRITING

CONTENT STANDARD 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.					
STUDENT LEARNING EXPECTATION	**KINDERGARTEN**	**FIRST GRADE**	**SECOND GRADE**	**THIRD GRADE**	**FOURTH GRADE**
W.1.11. **Write in a variety of modes, such as journals, stories, poems, letters, interviews and notes.** **W.1.12.** **Write for a variety of audiences, such as peers, parents, teachers and community.** **W.1.13.** **Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems.**	Students will explain some of the purposes for writing (e.g. telephone messages, recipes or lists). Students will attempt familiar modes of writing, such as lists, letters and stories, using simplified text forms.	Students will explain why some text forms may be more appropriate than others to achieve a specific purpose (e.g. an invitation to inform, a storybook to enjoy). Students will demonstrate success in writing a range of familiar texts for different purposes and audiences (e.g. stories, brief descriptive paragraphs, poetry, innovations on predictable text).	Students will select writing mode to suit purpose and audience. Students will demonstrate success in writing a range of texts (e.g. stories, personal narratives, informational paragraph, poetry, innovations on text).	Students will select a mode of writing to suit purpose and audience. Students will demonstrate success in writing in a wide range of forms (e.g. stories, plays, expository texts, poetry, essays, reports, personal narratives).	Students will select an appropriate mode of writing to suit purpose and audience. Students will demonstrate success in writing in a wide variety of modes (e.g. narrative texts, plays, research reports, expository texts, poetry, essay, editorials). Students will write to define, clarify and develop ideas and express creativity.
W.1.14. **Develop a collection of writings.**	Students will contribute to a writing portfolio.	Students will contribute to a writing portfolio.	Students will maintain a writing portfolio.	Students will maintain a writing portfolio of some rough drafts and published pieces.	Students will select pieces of writing to publish or save and explain the reasons for the selections.

Strand 2: WRITING

CONTENT STANDARD 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation)to print and non-print texts.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.2.1. Write independently on self-selected topics.	Students will "write" spontaneously for self rather than for an audience.	Students will write spontaneously for self or chosen audience.	Students will write spontaneously for self and others. Students will persevere to complete writing tasks.	Students will write for enjoyment and to accomplish tasks. Students will revise, refine and/or complete written pieces to a finished product.	Students will revise, refine and/or complete written pieces to a finished product. Students will write for enjoyment and to accomplish tasks. Students will experiment with calligraphy, graphics and different formats. Students will manipulate language for fun (e.g. puns or symbolic characters).
W.2.2. Organize information according to criteria for importance and impact rather than according to availability.	Students will brainstorm ideas on a given subject and dictate to the teacher to categorize and write.	Students will use story frames and paragraph frames to write.	Students will use specific information from graphic organizers (e.g. story maps, semantic maps, Venn diagram) to write a paragraph independently. Students will develop drafts by selecting one category of information from the prewriting activity and developing it into a paragraph.	Students will use specific information from graphic organizers (e.g. main idea/detail map, cumulative story staircase, character web) to write a selection of two paragraphs independently. Students will develop drafts by sorting information into categories and using the categories as paragraphs.	Students will use specific information from graphic organizers (e.g. proposition-support, locating-information chart, story graph, outline) to write an essay independently. Students will develop drafts by categorizing ideas, organizing them into paragraphs and blending paragraphs into larger units of text.
W.2.3. Work in cooperative groups to produce a written product.	Students will problem-solve as a class to produce a written product, such as lists, thank you notes, invitations, text innovations.	Students will problem-solve in small groups to form lists, write thank you notes, invitations, predictable text, etc. through interactive or shared writing.	Students will problem-solve in cooperative groups to form lists, compose correspondence, write in response to reading.	Students will problem-solve in cooperative groups to write correspondence, responses to literature, original stories, research reports.	Students will problem-solve in cooperative groups to write correspondence, drama, responses to literature, original stories, research papers.

Strand 2: WRITING

CONTENT STANDARD 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation)to print and non-print texts.					
STUDENT LEARNING EXPECTATION	**KINDERGARTEN**	**FIRST GRADE**	**SECOND GRADE**	**THIRD GRADE**	**FOURTH GRADE**
W.2.4. **Monitor progress of self and others.** **W.2.5.** **Accept responsibility for completing writing tasks.**	Students will examine written work with teacher direction to determine progress in writing and work habits.	Students will examine written work with teacher guidance to determine progress in writing and work habits.	Students will examine written work with teacher assistance to determine progress in writing and work habits.	Students will examine written work with teacher assistance to determine progress in writing and work habits.	Students will determine their own growth in writing by comparing portfolio entries over time and using results to set goals in writing.

Strand 2: WRITING

CONTENT STANDARD 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation)to print and non-print texts.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting and content accuracy.	Students will gain increasing control of penmanship, such as pencil grip, position and beginning stroke. Students will demonstrate expanding knowledge of letter-sound correspondence in phonetic spelling. Students will participate in teacher-led editing. Students will use capital letters correctly in first and last name. Students will recognize periods and question marks as end punctuation.	Students will write each letter of the alphabet both capital and lowercase using correct formation, appropriate size and spacing. Students will use correct spelling for high frequency words and simple words with regular spelling patterns; use phonetic spelling for unknown words. Students will use resources (e.g. word wall, wordbooks) to find correct spellings. Students will compose complete sentences in written text. Students will edit for correctness using teacher assistance. Students will use capital letters correctly: --first word in sentence, --names of people, --pronoun "I" Students will use correct punctuation: --to end sentences: (., ?, !), --apostrophes in contractions, --commas in letter writing Students will use noun, action verbs and adjectives correctly in sentences. Students will write with natural-sounding subject-verb agreement.	Students will write legibly in manuscript. Students will write with accurate spelling in final drafts. Students will compose a variety of simple sentences in meaningful context. Students will use editing checklists with teacher assistance and peer editing. Students will use capital letters correctly: names of people, places, days of the week, months, holidays, initials, greeting and closing of a letter. Students will use correct punctuation: period, question mark, exclamation mark; periods in initials or abbreviations; commas in a date and in the conventions of letter writing. Students will use singular and plural forms of regular nouns. Students will write with correct subject-verb agreement. Students will use correct irregular verbs.	Students will write legibly in manuscript or cursive as is appropriate. Students will write with accurate spellings in final draft. Students will compose simple and compound sentences with elaborated subjects. Students will use paragraphs to organize information and ideas. Students will use checklists and rubrics for teacher-directed, peer or self-editing. Students will capitalize and punctuate correctly including use of possessives, commas in a series, quotation marks, proper nouns, abbreviations and sentence punctuation with increasing accuracy. Students will edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses in final drafts. Students will use singular and plural forms of regular nouns and adjust verbs for agreement. Students will use correct irregular plurals.	Students will write legibly in manuscript or cursive as is appropriate. Students will write with accurate spelling in final drafts. Students will write in complete sentences, varying the types such as compound and complex. Students will use checklists and rubrics for teacher-directed, peer or self-editing. Students will capitalize and punctuate correctly including use of possessives, commas in a series, commas in direct address and sentence punctuation. Students will employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents and parts of speech. Students will use regular and irregular plurals correctly. Students will use adjectives (comparative and superlative) and adverbs appropriately to make writing vivid or precise. Students will use prepositional phrases to elaborate written ideas. Students will use conjunctions to connect ideas meaningfully. Students will write with increasing accuracy when using objective case pronouns.

Strand 2: WRITING

WRITING CONTENT STANDARD 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation)to print and non-print texts.					
STUDENT LEARNING EXPECTATION	**KINDERGARTEN**	**FIRST GRADE**	**SECOND GRADE**	**THIRD GRADE**	**FOURTH GRADE**
W.2.7. **Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin board, sharing with others and books.**	Students will contribute "writings" to the literate environment of the classroom/school.	Students will contribute written work to the literate environment of the classroom/school.	Students will contribute written work to the literate environment of the classroom/school. Students will frequently refine selected pieces to "publish" for general and specific audiences, such as class newsletters.	Students will contribute written work to the literate environment of the classroom/school. Students will frequently refine selected pieces to "publish" for general and specific audiences, such as school newsletters.	Students will contribute written work to the literate environment of the classroom/school. Students will frequently refine selected pieces to "publish" for general and specific audiences.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.1. Listen for a variety of purposes, such as enjoyment, information and details.	Students will state purpose for listening, such as to gain information and to enjoy.	Students will state purpose for listening, such as to gain information and to enjoy.	Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.	Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.	Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.
LSV.1.2. Listen selectively and attentively to a variety of speakers.	Students will show respect for the speakers through demonstration of active listening behaviors which may include: giving attention, sitting still, facing the speaker, taking turns to speak.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: making eye contact, giving attention, sitting still, facing speaker, taking turns to speak.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing the speaker, taking turns to speak, asking questions.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing the speaker, taking turns to speak, asking questions, providing nonverbal support.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing the speaker, taking turns to speak, asking questions, providing nonverbal support, notetaking.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.4. **Listen to improve reading, oral and written performance.** **LSV.1.19.** **Confirm understanding by paraphrasing ideas.**	Students will listen to proficient, fluent models of oral reading using patterned and predictable text. Students will demonstrate the ability to listen by: --discussing the topic when finished, --retelling a simple story, --incorporating new ideas and vocabulary into their own speech, --drawing and labeling what was heard.	Students will listen to proficient, fluent models of oral reading using predictable text, classic and contemporary works. Students will demonstrate the ability to listen by: --discussing the topic when finished listening, --retelling a simple story, --incorporating new vocabulary and ideas into own speech.	Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works. Students will demonstrate the ability to listen by: --discussing the topic when finished listening, --discussing significant events in a story, --retelling a story, --incorporating new ideas and vocabulary into their own speech.	Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works. Students will demonstrate the ability to listen by: --discussing the topic when finished listening, --exhibiting the ability to select appropriate information from listening to information related to a central theme, --asking appropriate questions related to concept being discussed, --discussing significant events in a story, --incorporating new vocabulary and ideas into their own speech, --generate ideas for writing.	Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works. Students will demonstrate the ability to listen by: --discussing the topic when finished listening, --discussing significant events in a story, --exhibiting the ability to select appropriate information from listening to information related to a central theme, --developing criteria for evaluating information when listening and viewing, --incorporating new vocabulary and ideas into their own speech, --generating ideas for writing, --taking notes and writing summaries.

STRAND 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.5. **Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.**	Students will use a variety of strategies for understanding what is heard, such as: --raise questions in response to what is heard, --connect their own personal experiences, insights, information and ideas with those being shared.	Students will use a variety of strategies to understand what is heard, such as: --ask questions for clarification, --connect own personal experiences, information and ideas with those being shared, --form mental pictures of what is being shared.	Students will use a variety of strategies to understand what is heard, such as: --raise questions in response to what is heard, --connect their own personal experiences, information, insight and ideas with those being shared, --form mental pictures or draw sketches of what is being shared.	Students will use a variety of strategies to understand what is heard, such as: --read, speculate, interpret and raise questions in response to what is heard, --connect their own personal experiences, insight, information and ideas with those being shared, --form mental pictures or draw sketches of what is being shared, --take notes, outline, or map the information being shared.	Students will use a variety of strategies to understand what is heard, such as: --react, speculate, interpret, and raise questions in response to what is heard, --connect their own personal experiences, information, insight and ideas with those being shared, --form mental pictures or draw sketches of what is being shared, --take notes, outline, or map the information being shared.
LSV.1.6. **Listen to follow directions sequentially.**	Students will become familiar with place words matching actions to directions (e.g. on, under, beside). Students will follow a simple series of familiar directions, such as, "Put your name on your paper," and "Line up at the door."	Students will become familiar with place words matching actions to directions (e.g. on, under, beside, bottom, circle, underline). Students will follow a simple series of familiar directions, such as, "Put your name and date on your paper."	Students will understand and follow directions involving multiple steps. Students will listen to and perform a series of directions related to a subject area.	Students will understand and follow directions involving multiple steps. Students will listen to and follow directions for more complex assignments or tasks, such as writing reports.	Students will listen to understand, organize and remember directions for doing tasks and assignments.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.7. **Respond to artistic performances both verbal and musical.**	Students will show interest in and respond appropriately to verbal and musical performances.	Students will show interest in and respond appropriately to verbal and musical performances.	Students will evaluate a performance by giving an opinion with evidence to support it.	Students will evaluate a performance on the basis of predetermined criteria.	Students will evaluate a performance on the basis of predetermined criteria.
LSV.1.8. **Share ideas in discussions, conversation and presentation.** **LSV.1.10.** **Contribute to class and small group discussions.** **LSV.1.24.** **Discuss current events.**	Students will participate in formal and informal discussions about personal experiences and observations and local events of interest to them (e.g. fall festival, school events).	Students will participate in formal and informal discussions about experiences, observations, ideas and local events.	Students will participate in formal and informal discussions about experiences, observations, thoughts and ideas and state and local events.	Students will participate in formal and informal discussions about observations, experiences, thoughts and ideas, state and national events.	Students will participate in formal and informal discussions about experiences, observations, thoughts and ideas, issues, state and national events.
LSV.1.9. **Respond appropriately to the thoughts and ideas of others.**	Students will recognize the right of others to express opposing views/opinions.	Students will recognize the right of others to express opposing views/opinions. Students will avoid the use of "put-downs" to others who disagree.	Students will recognize the right of others to express opposing views/opinions. Students will avoid the use of "put-downs" to others who disagree.	Students will recognize the right of others to express opposing views/opinions. Students will avoid the use of "put-downs" to others who disagree. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.	Students will recognize the right of others to express opposing views/opinions. Students will avoid the use of "put-downs" to others who disagree. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.
LSV.1.12. **Give reasons in support of opinions expressed.**	Students will support spoken ideas and opinions with examples.	Students will support spoken ideas and opinions with examples.	Students will support spoken ideas and opinions with evidence and examples.	Students will support spoken ideas and opinions with evidence and examples.	Students will support spoken ideas and opinions with evidence, examples and elaboration.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.13. Tell and retell stories from writing, reading and pictures.	Students will use pictures to retell a story, giving the beginning, middle and end.	Students will select a story to retell to the class, providing the story elements and the correct order of events in the story.	Students will select a story to retell to the class incorporating use of descriptive language and elements of a story.	Students will select a story to retell to the class in a formal storytelling format, incorporating use of descriptive language, elements of a story and use of the voice as a device for creating interest and mood.	Students will select a story to retell to the class in a formal storytelling format, incorporating use of descriptive language, elements of a story and use of the voice as a device for creating interest and mood.
LSV.1.14. Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.	Students will participate in a variety of speaking activities, such as shared reading, oral retelling and dramatizations.	Students will participate in a variety of speaking activities, such as shared reading, oral retelling, choral reading and dramatizations.	Students will participate in a variety of collaborative speaking activities, such as choral readings, book talks, dramatizations.	Students will participate in a variety of collaborative speaking activities, such as a dramatic production, choral reading, reciting poetry, oral reports.	Students will participate in a variety of collaborative speaking activities, such as sharing a completed project, dramatic productions, book talks, Readers' Theater.
LSV.1.15. Initiate and participate in conversations about reading.	Students will request favorite books to be read again. Students will begin to share a favorite book with a friend during independent reading time.	Students will begin to see themselves as readers and talk about their own reading.	Students will discuss favorite books and stories. Students will begin to talk about favorite authors.	Students will discuss authors, stories and other texts, making recommendations to their friends and teacher.	Students will respond critically to fiction and nonfiction literature and authors and discuss them with others in the same manner.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.16. Read orally with meaning and expression.	Students will participate in shared reading of poems, songs, and stories. Students will use their knowledge of rhymes and repeated sounds to enhance oral reading.	Students will read orally from familiar text with fluency (accuracy, expression and attention to punctuation). Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading.	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation). Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading.	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation). Students will read grade level materials aloud using rhythm, pace and intonation that sounds like natural speech.	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation). Students will read grade level materials aloud using effective pace, volume, pitch and tone for the audience and setting.
LSV.1.17 Explain directions for a particular purpose.	Students will give simple directions.	Students will give simple directions or explain a simple process.	Students will give multiple step directions or explain the process of simple activities or tasks.	Students will give multiple step directions or explain the process of activities and tasks.	Students will give precise directions and instructions for more complex activities and tasks.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV. 1.18. Make and respond to introductions.	Students will display appropriate social behavior upon being introduced.	Students will display appropriate social behavior upon being introduced	Students will respond appropriately and courteously when being introduced. Students will introduce a younger person to an older person and tell who they are.	Students will respond appropriately and courteously when being introduced. Students will introduce a younger person to an older person, tell who they are and something about them.	Students will respond appropriately and courteously when being introduced. Students will make proper introductions at the appropriate time, using guidelines which may include the following: --looking at the people they are introducing; --saying each person's name clearly; --telling something interesting about each person; --saying the older person's name first when introducing an older person to a younger person.
LSV.1.20. Collaborate with others to solve and resolve problems.	Students will demonstrate an understanding of problem-solving techniques in the social environment.	Students will demonstrate problem-solving skills in the learning environment.	Students will apply problem-solving skills in their various learning environments.	Students will initiate problem-solving strategies.	Students will utilize problem-solving strategies.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV. 1.21. Use technology to enhance and evaluate oral performances and presentations.	Student will review video recordings of class presentations.	Students will review recordings of oral reading to monitor fluency in oral reading. Students will review video recordings of class presentations.	Students will monitor fluency in reading by reviewing recordings of oral reading. Students will review video recordings of class presentations.	Students will use videos, pictures, recordings, computers to enhance presentations. Students will use video recordings of presentations to critique and improve presentation skills.	Students will use videos, pictures, recordings, computers, over-head projectors to enhance and critique presentations and performances.
LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.	Students will take turns respectfully when speaking and listening. Students will speak clearly and audibly. Students will actively listen to the speaker.	Students will take turns respectfully when speaking and listening. Students will speak clearly and audibly. Students will actively listen to the speaker. Students will ask and answer questions which focus on the discussion.	Students will take turns respectfully when speaking and listening. Students will speak clearly and audibly. Students will actively listen to the speaker. Students will ask and answer relevant questions and make contributions in small or large group discussions.	Students will take turns respectfully when speaking and listening. Students will speak clearly and audibly. Students will listen responsively and reflectively. Students will ask and answer relevant questions and make contributions in small or large group discussions. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.	Students will take turns respectfully when speaking and listening. Students will ask and answer relevant questions and make contributions in small or large group discussions. Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas. Students will demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting and providing information.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.24. Present work completed in subject areas to large and small groups in and out of the classroom for discussion.	Students will participate in group presentations of subject area work. Students will demonstrate appropriate stage presence (e.g. eye contact, focus on entire audience).	Students will create a collaborative project from another discipline and share it with others. Students will demonstrate appropriate stage presence (e.g. eye contact, focus on entire audience).	Students will create an individual or collaborative project from another discipline and share it with others. Students will demonstrate appropriate stage presence (e.g. eye contact, posture, facial expressions).	Students will create an individual or collaborative project using research materials and media related to other disciplines. Students will demonstrate appropriate stage presence (e.g. posture, appearance, gestures, facial expressions and eye contact).	Students will create an individual or collaborative project using research materials and media related to other disciplines. Students will demonstrate appropriate stage presence (e.g. posture, appearance, gestures, facial expressions, eye contact).

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.11 **Speak in complete sentences.** **LSV.1.26.** **Speak to a variety of audiences in a variety of places for a variety of reasons.** **LSV.1.27.** **Engage the audience with eye contact and appropriate verbal cues.** **LSV.1.28.** **Recognize when audiences do not understand the message and adapt speaking to clarify.** **LSV.1.29.** **Use clear, concise, organized language when speaking.** **LSV.1.30** **Respond to questions from the audience.**	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate. Students will use effective oral communication skills which may include: --speaking in complete sentences, --speaking with appropriate grammar and syntax, --speaking clearly and distinctly, --maintaining eye contact with audience, --responding courteously to questions from the audience.	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate. Students will use effective oral communication skills which may include: --speaking in complete sentences, --speaking with appropriate grammar and syntax, --speaking clearly and distinctly, --maintaining eye contact with audience, --responding courteously to questions from the audience.	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate. Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and distinctly, --focusing discussion on topic being discussed, --expressing ideas clearly and concisely, --justifying and providing evidence for expressed opinions, --responding courteously to questions from the audience.	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate. Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and effectively with attention to enunciation, tone, volume, rate, expression, --focusing discussion on topic being discussed, --justifying and providing evidence for expressed opinions, --using clear and specific language when responding to questions from the audience, --emphasizing meaning during speaking by the use of pauses, gestures and facial expressions.	Students will adapt spoken language, such as word choice, diction and usage to the audience, purpose and occasion. Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and effectively with attention to volume, enunciation, tone, rate, expression, --emphasizing meaning during speaking by the use of pauses, gestures, and facial expressions, --focusing discussion on topic being discussed, --justifying and providing evidence for expressed opinions, --monitoring listener's response for understanding: questioning, body language, facial expression, attentiveness, --using clear and specific language when responding to questions from the audience.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.31. **Give immediate, respectful, detailed feedback to a variety of speakers.** **LSV.1.22** **Check information for accuracy.**	Students will respond courteously to a variety of speakers.	Students will provide feedback based on evidence.	Students will evaluate a speaker based on predetermined criteria. Students will provide feedback which is constructive and based on evidence.	Students will evaluate a speaker based on predctermined criteria. Students will provide feed back which is constructive and based on evidence.	Students will evaluate a speaker based on predetermined criteria. Students will provide feed back which is constructive and based on evidence and explanation.
LSV.1.32. **Receive and use constructive feedback to improve speaking abilities.**	Students will accept contributions of teacher to improve performance.	Students will accept contributions of group or teacher to improve performance.	Students will accept contributions of the group or teacher and make modifications to improve performance.	Students will accept contributions of the group or teacher and set goals to improve performance.	Students will accept contributions of the group or teacher and set goals to improve performance.

Strand 3: LISTENING, SPEAKING AND VIEWING

CONTENT STANDARD: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.

STUDENT LEARING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
LSV.1.3. **Listen to reinforce and extend learning through the use of technology.** **LSV.1.33.** **Make informed judgements about television, radio and film productions.** **LSV.1.34.** **Demonstrate an awareness of the presence of media in daily life.** **LSV.1.35.** **Evaluate the role media plays in focusing attention and forming opinions.** **LSV.1.36.** **Judge the extent to which media provide a source of entertainment as well as a source of information.** **LSV.1.37.** **Interpret the role of advertising as a part of media.**	Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade).	Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade).	Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade). Students will compare written stories with filmed versions. Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.	Students will interpret important events and ideas gathered from maps, charts, videos, filmstrips. Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade). Students will compare written stories with filmed versions. Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.	Students will interpret important events and ideas gathered from maps, charts, videos, filmstrips. Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade). Students will compare written stories with filmed versions. Students will use predetermined criteria to evaluate media forms. Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.

Strand 2: READING: PRINT AWARENESS

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.1. Demonstrate understanding of the relationship between written and oral language.	Students will recognize that print conveys meaning. Students will demonstrate an understanding of one-to-one correspondence between spoken and written words. Students will demonstrate an understanding that spoken words are represented by letters written in specific sequences.	Students will use their knowledge of oral language (syntax, semantics) to read text.	Not applicable.	Not applicable.	Not applicable.

Strand 2: READING: PRINT AWARENESS

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.2. Demonstrate and use concepts of print, such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.	Students will demonstrate an understanding that print moves left-to-right across the page and top-to-bottom. Students will understand that written words are separated by spaces. Students will distinguish between individual letters and printed words. Students will know the difference between capital and lowercase letters. Students will recognize that different parts of a book, such as cover, title page and illustrations, offer information.	Students will understand that written words are separated by spaces. Students will distinguish between individual letters and printed words. Students will recognize that different parts of a book such as cover, title page, author, illustrator, table of contents and illustrations offer information. Students will know the order of the alphabet. Students will demonstrate the use of capitalization and punctuation to read. Students will recognize that there are correct spellings for words. Students will recognize that a paragraph begins with an indented first line.	Students will use parts of a book to locate information, including table of contents, chapter titles, illustrations, indices, punctuation and bold print. Students will interpret and use graphic sources of information, including maps, charts, graphs and illustrations.	Students will use parts of a book to locate information, including table of contents, chapter titles, guide words, glossaries, bold print and indices. Students will interpret and use graphic sources of information, including maps, charts, graphs and diagrams.	Students will use parts of a book to locate information, including table of contents, chapter titles, guide words, indices, glossaries, headings, subheadings, bold words. Students will interpret and use graphic sources of information, including maps, charts, graphs, diagrams and timelines.

Strand 2: READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.3. Recognize and associate letters and sounds. (Auditory Skill)	**PHONEMIC AWARENESS (Auditory Skill)** Students will demonstrate the ability to divide spoken sentences into individual words. Students will segment and combine syllables within spoken words. Students will identify and produce pairs of rhyming words. Students will segment the onset and rime in one-syllable words. Students will identify and isolate the initial and final sounds of a spoken word.	**PHONEMIC AWARENESS (Auditory Skill)** Students will segment and combine syllables within spoken words. Students will identify and orally produce pairs of rhyming words. Students will segment the onset and rime in spoken one-syllable words. Students will identify and isolate the initial and final sounds of a spoken word. Students will blend phonemes (sounds) to produce words orally (without print). Students will orally segment one-syllable words into individual phonemes (sounds).	Not applicable.	Not applicable.	Not applicable.

Strand 2: READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.3. **Recognize and associate letters and sounds.** **R.1.4.** **Use phonetic skills to decode words.** **R.1.5.** **Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.**	**GRAPHOPHONICS, SYNTAX, SEMANTICS** Students will name and identify each letter of the alphabet. **Students will apply some letter-sound correspondences to begin to read.** Students will begin to use context clues to predict unknown words and cross-check prediction with cueing systems (phonics and structure).	**GRAPHOPHONICS, SYNTAX, SEMANTICS** Students will name and identify each letter of the alphabet. Students will know that written words are composed of letters that represent sounds. Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text. Students will use knowledge of word structure such as root words, inflectional endings, compound words and contractions to decode and comprehend text. Students will recognize a core (approximately 40) of high frequency words. Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text. Students will identify unknown words in continuous text by reading, cross-checking, searching for additional cues, etc.	**GRAPHOPHONICS, SYNTAX, SEMANTICS** Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, consonant variants (hard c, soft c) vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text. Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions and simple prefixes and suffixes to decode and comprehend text. Students will recognize a large core of high frequency words. Students will demonstrate the ability to identify consonant and vowels sounds represented by one or more spellings. Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text. Students will identify unknown words in continuous text by rereading, cross-checking, searching for additional cues, etc.	**GRAPHOPHONICS, SYNTAX, SEMANTICS** Students will use the most common principles of syllabication. Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions and more complex prefixes and suffixes, to decode and comprehend text. Students will recognize a large core of high frequency words. Students will demonstrate ability to identify consonant vowel sounds represented by one or more spellings. Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text. Students will identify unknown words in continuous text by rereading and searching for additional cues and other strategies.	**GRAPHOPHONICS, SYNTAX, SEMANTICS** Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions, more complex prefixes and suffixes, derivatives of words and word origins to decode and comprehend text. Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text. Students will identify unknown words in continuous text by rereading and searching for additional cues.

Strand 2: READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.6. Expand vocabulary through reading.	Students will reproduce the language heard in stories and informational texts (read to them) in their own speaking and writing.	Students will use the vocabulary and "book language" learned from reading stories and informational texts in their own speaking, reading, and writing.	Students will incorporate words learned from reading narrative text and studying content areas into their own reading, speaking and writing activities. Students will use knowledge of multi-meaning words to comprehend text. Student will use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities. Students will use resources and references such as beginner's dictionaries, available technology and context to build word meanings.	Students will incorporate words learned from reading narrative text and studying content areas into their own reading, speaking and writing activities. Students will use knowledge of multi-meaning words to comprehend text. Use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities. Students will recognize specific language forms, such as figurative language. Students will use resources and references such as beginner's dictionaries, glossaries, available technology and context to build word meanings.	Students will incorporate words learned from reading narrative text and studying content areas into their own speaking, reading and writing activities. Students will use knowledge of multi-meaning words to comprehend text. Students will use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities. Students will recognize specific language forms such as figurative language, jargon and technical language. Students will use multiple reference aids, including a thesaurus, a dictionary and software to clarify meanings and usage.

Strand 2: READING: COMPREHENSION

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.7. Understand the goal of reading is to construct meaning.	Students will recount the most important content from text read by the teacher. Students will begin to build connections between text that is read and own ideas, experiences and knowledge. Students will form mental images based on text description that is read by the teacher.	Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: reread, use illustrations to adjust or confirm meaning, cross-check, predict and confirm, form mental pictures from text description.	Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: read on/read back predict/confirm, form mental pictures, adjust reading rate.	Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: self-correct, reread, read on, self-question, adjust reading rate, search for clues, summarize, form mental pictures, read a portion aloud.	Students will monitor their own comprehension and make modifications when understanding breaks down, using appropriate fix-up strategies which may include: self-correct, reread, read on, slow down at difficult points, self-question, summarize, use reference aids, search for clues, substitutes familiar words.
R.1.8. Understand that reading is communication between the author and the reader.	Students will demonstrate knowledge that authors/ illustrators are real people. Students will demonstrate an understanding that all texts, both narrative and expository, are written by authors who are expressing their own ideas.	Students will demonstrate knowledge that authors/illustrators are real people who go through a process to produce a book. Students will demonstrate an understanding that all texts, both narrative and expository (informational), are written by authors who are expressing their own ideas.	Students will demonstrate knowledge that authors/ illustrators are real people who go through a process to produce a book. Students will use knowledge of author's purpose to comprehend text.	Students will demonstrate knowledge that authors/ illustrators are real people who go through a process to produce a book and use different techniques to communicate. Students will use knowledge of author's purpose to comprehend text.	Students will demonstrate knowledge that authors/ illustrators are real people who go through a process to produce a book and use different techniques to communicate. Students will use knowledge of author's purpose to comprehend text. Students will infer the stance of an author and identify how language has been used to convey that stance.

Strand 2: READING: COMPREHENSION

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.9. Establish purposes for reading such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.	Students will state purposes for reading and listening, such as to be informed, to follow directions and to be entertained.	Students will state purposes for reading and listening such as to be informed, to follow directions, and to be entertained.	Students will state purposes for reading and listening, such as to be informed, to follow directions and to be entertained.	Students will state purpose for reading, such as for enjoyment, to get information/to learn, for author's purpose, to solve problems.	Students will state purpose for reading, such as for enjoyment, to get information/to learn, to research, to investigate.
R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.	Students will recognize a group of words as a sentence that expresses a complete thought.	Students will use the context of the sentence to decode unknown words. Students will use the context of the sentences in a paragraph to monitor comprehension.	Students will use the context of the sentence to decode unknown words. Students will use the context of the sentences in a paragraph to monitor comprehension. Students will use the context of paragraphs in the whole text to monitor comprehension.	Students will use the context of the sentence to decode unknown words. Students will use the context of the sentences in a paragraph to monitor comprehension. Students will use the context of paragraphs in the whole text to monitor comprehension.	Students will use the context of the sentences in a paragraph to monitor comprehension. Students will use the context of paragraphs in the whole text to monitor comprehension.

Strand 2: READING: COMPREHENSION

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.11. Use prior knowledge to extend reading ability and comprehension.	Students will use their own knowledge and experiences to anticipate meaning and make sense of text read to them.	Students will build connections between text that is read or heard and their own experiences and knowledge to make sense of text. Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text. Students will make inferences based on explicit information drawn from text.	Students will build connections between text that is read or heard and their own knowledge and experiences to make sense of text. Students will make and confirm predictions about text by using prior knowledge and information presented in the text. Students will make inferences based on explicit information drawn from the text.	Students will use their own ideas, experiences and knowledge of topic and text structure to anticipate meaning and make sense of text. Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text. Students will ask questions and supports answers by connecting prior knowledge with literal and inferential information found in text.	Students will evaluate new information on the same topic by testing it against known information and ideas. Students will discuss an alternative reading of a text and offer possible reasons why a text may be interpreted differently by different readers with different backgrounds and experiences. Students will ask questions and support answers by connecting prior knowledge with literal and inferential information found in text. Students will read and comprehend text that is abstract and removed from personal experiences.

Strand 2: READING: COMPREHENSION

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.12. **Use specific strategies such as making comparison, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods.**	Students will use prior knowledge, illustrations and context to make predictions about text the teacher has read.	Students will make and explain inferences from texts such as determining important ideas, summarizing, making predictions and drawing conclusions. Students will relate prior knowledge to textual information.	Students will comprehend text by using specific strategies, such as predicting outcomes, determining important ideas, inferring cause and effect, drawing conclusions. Students will restate facts and details in text to clarify and organize ideas. Students will determine a text's main ideas and how those ideas are supported with details.	Students will select and adjust strategies according to the purposes for reading and the type of text being read. Students will comprehend text by using specific strategies, such as analyzing, predicting outcomes, determining important ideas. Students will determine a text's main ideas and how those ideas are supported with details. Students will summarize text to recall, inform and organize ideas. Students will draw inferences, such as conclusions or generalizations, and support them with text evidence and their own experiences. Students will find similarities and differences across texts, such as in scope or organizations.	Students will select and adjust strategies according to the purposes for reading and the type of text being read. Students will comprehend text by using specific strategies such as analyzing, predicting outcomes, determining important ideas. Students will determine a text's main ideas and how those ideas are supported with details. Students will paraphrase and summarize text to recall, inform and organize ideas. Students will draw inferences, such as conclusions or generalizations, and support them with evidence from the text and their own experiences. Students will find similarities and differences across texts, such as in scope or organizations. Students will distinguish fact and opinion in various

Strand 2: READING: COMPREHENSION

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CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).	Students will distinguish different forms of text and the functions they serve (e.g. fairytale to entertain, animal book to inform).	Students will distinguish different forms of text and the functions they serve (e.g. storybook to entertain, informational book to inform).	Students will distinguish different forms of text and the functions they serve (e.g. storybooks to entertain, content area textbooks to inform, recipe book to instruct).	Students will distinguish different forms of text and the functions they serve, such as to inform or influence (e.g. how-to books, biographies to inform, folktales to entertain).	Students will identify the purposes of different types of text, such as to inform, influence, express or entertain (e.g. editorial to persuade; encyclopedia article to inform; short story to entertain; book on science experiments to instruct).
R.1.14. Use print for daily activities (e.g. following directions, using references).	Students will use various forms of functional print such as name cards, labels, signs, calendar, word walls.	Students will use various forms of functional print, such as calendars, lunch menus, word walls, word charts, signs, labels.	Students will construct, display and use various forms of functional print to accomplish tasks (e.g. calendars, lunch menus, class rules, reading and writing charts, word walls, messages).	Students will construct, display and use various forms of functional print to accomplish tasks, including schedules, letters, catalogs, charts, maps, directions.	Students will construct, display and use various forms of functional print to accomplish tasks, including schedules, catalogs, directories, charts, maps, graphs and directions.
R.1.15. Demonstrate knowledge of expository and narrative texts.	Students will give the beginning, middle and end of a story in a retelling. Students will identify different text genres, real and make-believe, from everyday print material (storybooks, poems, newspapers, signs, labels).	Students will identify texts as being a story (narrative) or information (expository). Students will identify different text genres from everyday print material (storybooks, poems, newspapers, signs, labels).	Students will identify texts as being narrative or expository. Students will recognize distinguishing features of familiar genres, including stories and poems. Students will recognize expository text structures which are descriptive or comparative.	Students will use recognition of basic plots of fairy tales, myths, etc. to comprehend text. Students will identify text structure as being descriptive, comparison, sequential/chronological and cause and effect.	Students will recognize distinguishing features of familiar genres, including biographies, historical and realistic fiction, tall tales and mysteries. Students will comprehend expository text using their knowledge of text structures, including problem/solution, sequential/chronological, comparison and proposition/support.

Strand 2: READING: COMPREHENSION

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.16. Uses strategies for visual organization of information, such as story maps, semantic mapping, charts, etc.	Students will sequence stories or processes using pictures, storyboards, story maps and other simple graphic organizers.	Students will use story maps, circle story maps and semantic maps to organize information read.	Students will use a variety of graphic organizers to organize information (e.g. story maps, semantic maps, Venn diagrams, charts, etc.).	Students will use various maps and diagrams to visually display structural patterns found in narrative and expository text.	Students will use various maps and diagrams to visually display structural patterns found in narrative and expository text.
R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.	Students will participate in classroom discussions about books and pictures related to a central theme.	Students will participate in class discussion on books and pictures related to a theme that integrates curriculum. Students will begin to make connections among the curriculum areas. Students will solve math story problems	Students will discuss books and articles related to a theme that integrates the curriculum. Students will connect recurring ideas and themes across different texts. Students will respond logically to open-ended questions that require predictions in all areas of the curriculum. Students will solve math story problems.	Students will discuss various content area themes using examples from literature and other media as references. Students will connect recurring ideas and themes across different texts. Students will participate in collaborative projects using research materials and media related to other disciplines. Students will respond logically to open-ended questions that require prediction, comparison and analysis in all areas of the curriculum.	Students will discuss various content area themes using examples from literature and other media as references. Students will participate in collaborative projects using research materials and media related to other disciplines. Students will respond logically to open-ended questions that require comparison, inference, analysis and evaluation in all areas of the curriculum.

Strand 2: READING: COMPREHENSION

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STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.2.2. Read for personal reasons, such as for enjoyment, for information and for inquiry.	Students will "read" a variety of texts for enjoyment and information which may include: • song charts, • big books, • easy alphabet and counting books, • stories they have written, • predictable books, • environmental print, • poetry, • nursery rhymes.	Students will read a variety of fiction and nonfiction materials for enjoyment and information which may include: • easy-to-read stories and informational books, • predictable texts, • picture storybooks, • poetry charts, • song charts, • big books, • environmental print, • word walls, • classroom messages.	Students will read a variety of fiction and nonfiction materials for enjoyment and information which may include: • chapter books, • easy-to read biographies, • easy-to read informational books, • magazines, • folktales, • poetry books, • predictable text.	Students will read a wide variety of fiction and nonfiction materials for enjoyment and information which may include: • biographies or autobiographies of people of real interest, • realistic fiction involving school, families, friendships, • informational books about interests (such as how-to books) , • periodicals, • fables, folktales, tall tales.	Students will read a wide variety of fiction and nonfiction materials for enjoyment and information which may include: • a variety of historical fiction about events of interest, • biographies/ autobiographies of people of real interest, • realistic fiction involving school, families, friendships, • informational books about interests (such as how-to books) , • magazines, • novels, • reference materials.

Strand 2: READING: FLUENCY

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).	Students will participate in shared reading of books, poems, songs. Students will show an interest in reading and display "book reading" behaviors. Students will reread own dictated stories and familiar books, stories, poems.	Students will demonstrate wise use of independent reading time. Students will self-select materials on independent reading level based on personal interests. Students will read with others through shared reading, partner reading, choral reading.	Students will demonstrate wise use of independent reading time. Students will self-select materials on independent reading level based on personal interests and knowledge of authors.	Students will demonstrate wise use of independent reading time. Students will self-select materials on independent reading level based on personal interests and knowledge of authors and different types of texts.	Students will self-select materials on independent reading level based on personal interests by relying on knowledge of authors and different types of text and by estimating text difficulty. Students will read classic and contemporary works such as biographies, historical fiction, informational texts and poetry.
R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.	Students will participate in shared reading. Students will read familiar texts fluently.	Students will read grade-level materials with an average of only two-three word difficulties per 100 words. Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	Students will read and comprehend stories and passages of 400-800 words. Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	Students will read and comprehend stories and passages of approximately 500-800 words. Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).	Students will read and comprehend most materials silently, but when oral reading is appropriate, will read with fluency (accuracy, expression, appropriate phasing and attention to punctuation).

Strand 2: READING: FLUENCY

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STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.2.4. Select appropriate reading material from library media centers and other sources.	Students will choose familiar books to "read" from a variety of sources (e.g. home, community library, classroom, bookstore).	Students will locate important areas of the library/media center. Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore). Students will use a variety of print and non-print sources.	Students will understand the organization of and use important areas of the library/media center. Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore).	Students will locate and use important areas of the library/media center. Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore).	Students will locate and use important areas of the library/media center Students will evaluate text for appropriateness (e.g. current, relates to purpose for reading, relates to interest, etc.). Students will choose appropriate reading material from a variety of sources (e.g. home, community library, classroom, bookstore).

Strand 2: READING: LITERARY RESPONSE

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
CONTENT STANDARD 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.18. **Read, listen and respond to a variety of literary genres from diverse cultures.** **R.2.5.** **Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).**	Students will listen to a variety of texts from various cultures. Students will participate actively (react, join in, predict, read along) when predictable and patterned selections are read. Students will respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding. Students will relate the life experiences of characters in stories to their own experiences.	Students will listen to a variety of texts from various cultures. Students will participate actively (react, join in, predict, read along) when predictable and patterned selections are read. Students will respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding. Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.	**Students will listen to and read a variety of texts from various cultures.** Students will respond to stories and poems in ways that reflect understanding through writing, movement, music, art, oral retellings and drama. Students will demonstrate understanding of expository (informational) text in various ways, such as through oral retellings, writing, illustrating, developing demonstrations and using available technology. Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.	Students will read and respond to stories and poems in ways that reflect understanding and interpretation in discussion (retelling, predicting, questioning), in writing, and through movement, music, art and drama. Students will demonstrate understanding of informational text in a various ways, such as through oral retellings, writing, illustrating, developing demonstrations and using available technology. Students will support interpretations or conclusions with examples drawn from text. Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.	Students will offer observations, make connections, react, speculate, interpret and raise questions in response to text. Students will interpret text ideas through varied means, such as journal writing, discussion, enactment, media. Students will support interpretations or conclusions with examples drawn from text and their own experiences. Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.

Strand 2: READING: LITERARY RESPONSE

CONTENT STANDARD 1: Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.
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STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.1.19. Read more than one work by a single author.	Students will demonstrate knowledge of the content of the works of a single author.	Students will demonstrate knowledge of the content of the works of a single author.	Students will demonstrate knowledge of the content and theme of the works of an author.	Students will demonstrate knowledge of the content, style and theme of the works of an author.	Students will demonstrate knowledge of the content, style and theme of the works of an author.
R.1.20. Use strategies such as keeping reading logs, conferences with teacher and discussions with other readers for monitoring progress in reading.	Students will contribute to a reading portfolio, which may include the following: journal, classroom assessments, responses to reading, records of teacher-student conferences.	Students will monitor their progress in reading through contributing to a reading portfolio which may contain a reading log, reading skills checklist, record of conferences with teacher, responses to reading, reading assessments.	Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading goals checklist, record of conferences with teacher, responses to reading, interest inventories, reading assessments.	Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading response journal, reading goals checklist, record of conferences with teacher, record of conversations with peers about books, responses to reading, self-evaluations.	Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading response journal, reading goals checklist, record of conferences with teacher, record of conversations with peers about books, responses to reading, self-evaluations, reading assessments.
R.1.21. Experiment with creative and playful language, such as text innovations, choral reading, etc.	Students will participate in group innovations, choral reading, etc. Students will experiment with language--rhyming words, riddles, trying new words, nonsense words.	Students will retell a story using different characters, setting, events, etc. Students will experiment with language--rhyming words, riddles, trying new words, nonsense words--in speaking, reading and writing.	Students will retell a story using different characters, setting, events, etc. Students will experiment with language--rhyming words, riddles, trying new words, nonsense words--in speaking, reading and writing.	Students will retell a story using different characters, setting, events, etc. Students will use rhyme, riddles, rhythm, patterned text and sound devices in oral and written work.	Student's writings will show evidence of transfer of literacy language from reading to writing. Students will use rhythm, sound devices and figurative language in oral and written work.
R.1.22. Use technological aides (e.g. data base, spreadsheet, desktop publishing) to support growth in reading.	Students will use available technology to practice reading.	Students will use available technology to practice reading.	Students will use available technology to gather information about an assigned or self-selected topic.	Students will use available technology to gather information about an assigned or self-selected topic.	Students will use available technology to conduct research on an assigned or self-selected topic.

Strand 2: READING: LITERARY RESPONSE

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STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.2.6. Use reading to enhance writing.	Students will participate in class productions of text innovations. Students will use predictable texts as models for their own writing. Students will respond to shared reading in their journals with pictures. Students will apply concepts of print to their writing.	Students will participate in creating text innovations using predictable texts as models for their own writing. Students will apply knowledge of phonics to their writing. Students will apply concepts of print to their writing.	Students will incorporate the language of stories into their writing. Students will incorporate author's style into their writing. Students will apply new vocabulary and concepts into their writing.	Students will write in different genres using a variety of authors' works as models. Students will apply new vocabulary and concepts from reading to writing.	Students will write in different genres using a variety of authors' works as models. Students will apply new vocabulary and concepts from reading to writing.
R.2.7. Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).	**Students will understand the use of the library and will check out books.** Students will use classroom resources both print and non-print for information.	Students will use print, pictures and people to gather information and ask questions. Students will locate information on a map or globe. Students will use parts of a book to locate information including table of contents and chapter titles.	Students will use multiple resources, including print (e.g. dictionary, encyclopedia), technology, and experts to locate information which addresses questions.	Students will use multiple resources, including print (e.g. encyclopedia, newspapers), technology (e.g. television and computers) and experts to gather information which addresses specific questions.	Students will use multiple resources, including print (e.g. reference materials) electronic texts, and experts to locate information which addresses specific questions.

Strand 2: READING: LITERARY RESPONSE

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STUDENT LEARNING EXPECTATION	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
R.2.8. Initiate and participate in conversations about reading.	Students will request favorite books to be read again. Students will begin to share favorite books with friends during independent reading time.	Students will begin to see themselves as readers and talk about their own reading. Students will talk with classmates about their favorite stories.	Students will participate in whole group and small group discussions about literature. Students will discuss favorite books and stories. Students will begin to talk about favorite authors.	Students will discuss authors, stories and other texts, making recommendations to their friends and teacher.	**Students will participate in whole group and small group, formal and informal conversations about literature.**

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